# Memorandum of Agreement

Between

**Brushton-Moira** **Teachers’ Association**

And

**Brushton-Moira** **Central School District**

# Regarding Annual Professional Performance Review

The provisions of this Memorandum of Agreement shall be in effect following ratification of the Agreement, in its entirety, by the Board of Education of the Brushton-Moira Central School District and the membership of the Brushton-Moira Teachers’ Association.

In compliance with Chapter 103 of the Laws of 2010, as amended by Chapter 21 of the laws of 2012, the parties agree to modify their collective bargaining agreement in accordance with a revised teacher evaluation procedure, the primary components of which are outlined below. Both parties view this revised procedure as subject to ongoing review and possible adjustment upon mutual agreement to any further changes. This procedure shall be subject to annual review by the parties no later than August 1 in each year. Such review may include negotiations upon request of either party.

1. **Definition of Covered Teachers**

For the 2012-13 school year and beyond, these revisions will apply to all classroom teachers in accordance with 3012-c.

1. **Ensuring Accurate Teacher and Student Data**

The District shall provide accurate data to the State Education Department (the "SED") in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. Verification of subjects and/or student rosters shall take place no later than the last day of the second week of each marking period each school year. Verification of students taking state assessments shall take place at the time the test is administered. Every covered teacher shall receive a hard copy or digital copy of each verification. The District shall designate a Data Coordinator who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

1. **Reporting Individual Subcomponent Scores**

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District, and shall do so in a format and timeline prescribed by the Commissioner. The Data Coordinator may not be a member nor be an agency fee payer of the Brushton-Moira Teachers’ Association. Covered teachers will be notified and afforded the opportunity to review the final data attributed to them no later than five (5) school days after the covered teacher’s data becomes available. In the event that inaccurate information is discovered by the teacher, the teacher will give corrected information, in writing, to the Data Coordinator. The District will respond in writing within 5 school days\* either confirming or denying corrections. If any suggested corrections are denied, the District shall provide the teacher with specific reasons for the denial, in writing.

Covered teachers will be given fifteen (15) school days from the notification to complete review before it is sent to the SED. Notification and teacher response shall take place through school district e-mail. In the event that inaccurate information is discovered by the teacher, the teacher will give corrected information, in writing, to the Data Coordinator. The District will respond in writing within 5 school days\* either confirming or denying corrections. If any suggested corrections are denied, the District shall provide the teacher with specific reasons for the denial, in writing.

*\*In the event that the triggering date of notification takes place between the last day of school and the first day of the next school year, business days will be utilized for timeline purposes. The District will notify teachers during this time period by district e-mail and by telephone. Phone numbers provided by the teacher on the end of the year inventory form will be used for phone notification.*

1. **Development, Security and Scoring of Assessments**

The Data Coordinator shall be responsible for overseeing the assessment development, security, and scoring processes utilized by the District and shall take steps to ensure that any assessments and/or measures used to evaluate teachers are not disseminated to students before administration, and that teachers and principals/instructional administrators do not have a vested interest in the outcome of the assessments they score. The term administrator and evaluator are interchangeable for the purpose of this document, so long as it is understood that an administrator/evaluator is not a member nor agency-fee payer of BMTA.

*Local Assessment Determination*

Local assessments will be selected by the grade level and/or subject area teachers who teach each course, working with the principals/instructional administrators to ensure comparability, validity, rigor, degree to which the assessment can be aligned to State standards, and degree to which the assessment(s) match classroom instruction. Beginning with the 2012-2013 school year, such local assessments will be submitted no later than September 10 (this date can be extended through mutual agreement between the Superintendent and the BMTA President).

The principal/instructional administrator will submit to the Superintendent the agreed upon local assessment plan for all subject areas/grade levels located within the school.

If no acceptable outcome can be agreed upon by the principal/instructional administrators and teachers, a committee will be formed to make recommendations for revisions necessary for final approval.  The committee’s recommendation must be submitted no later than October 1. The review committee should be comprised of a department chair (if applicable), teacher(s), principal, Superintendent’s designee, and a union delegate.

Final approval of the assessment system must come from the superintendent in the form of official certification to the state. Teachers will be notified of assessment approval by the Superintendent within five (5) school days of her/his determination.

*Local Assessment Point Distribution:*

The local assessment score of each student will include multiple measures and a teacher’s final points for that course or grade will be the average of these local assessment scores. The average teacher’s local assessment score will be converted to a 1-4 rating using a method mutually agreed upon between the District and the Association. This score will be the HEDI rating. The HEDI rating categories are:

3.5-4.0 – Highly Effective

2.5-3.4 – Effective

1.5.2.4 – Developing

1.0-1.4 – Ineffective

The final HEDI rating will then be converted to a 20 point score using the chart in **Appendix A**. This converted score will be the teacher’s score for the “local assessments” portion of the teacher’s APPR.

In cases where there are extenuating circumstances (i.e. student mobility, large number of students with IEPs, students with attendance problems for example attendance less than 90% of class time), subject to the Superintendent’s approval, the evaluator may weigh individual student’s scores or add points to the teacher’s total score for the local assessment portion of their APPR. Upon the request of either party, the teacher and evaluator shall meet to discuss extenuating circumstances. Documentation of such circumstances will be maintained by the teacher and evaluator.

1. **Details of the District's Evaluation System**

Teachers’ performance will be assessed using multiple measures grounded in the New York State Teaching Standards. The NYSUT Teacher Practice Rubric will be used to assess teachers’ professional practice. Evidence for evaluations will come from teacher self-evaluation, formal classroom observations, walkthrough observations, teacher created materials, and other resources provided by the teacher.

The responsibility for gathering evidence of teachers’ performance is shared by the administration and teachers. Both must demonstrate a commitment to providing a complete and accurate picture of a teacher’s professional performance.

The process for all formal observations of bargaining unit members will include a pre-observation conference in advance of the announced observation between the teacher and evaluator. Formal observations shall be a full period classroom observation of no less than one (1) instructional period. Evaluations shall be conducted by certified District administrators. A post-observation conference will be held no later than 5 school days following the observation with the teacher, the evaluator, and, if the teacher requests, union representation. Evidence gathered during each formal observation will be used in the annual summative evaluation. All observations to be used as such evidence shall be concluded no later than May 15th.

Non-tenured teachers will receive classroom observations in accordance with the language in Article IV ~ Teacher Evaluation of the collective bargaining agreement, unless specifically modified. Non-tenured teachers will receive at least one (1) unannounced walkthrough observation each school year in addition to two (2) formal observations. Walkthrough observations for probationary employees will not commence until there has been at least one (1) formal observation. Walkthrough observations shall be no less than five (5) minutes and no longer than fifteen (15) minutes. A post-walkthrough conference will be held no later than 5 school days following the observation with the teacher, the evaluator, and, if the teacher requests, union representation. The Superintendent shall conduct a minimum of one (1) observation of each non-tenured teacher in the teacher’s final year of probation.

Tenured teachers will receive a minimum of one (1) formal observation and one (1) unannounced walkthrough observation each school year of no less than five (5) minutes and no longer than fifteen (15) minutes. A post-walkthrough conference will be held no later than 5 school days following the observation with the teacher, the evaluator, and, if the teacher requests, union representation.

A bargaining unit member’s request for one additional formal observation and evaluation by the evaluator shall be honored. Only bargaining unit members who have already received at least one developing or one ineffective evaluation, based on an observation during that school year, shall have the request honored.

It is expected that a teacher who is deemed Ineffective or Developing will be subject to a greater number of observations than one who has earned a rating of Effective or Highly Effective. No teacher will receive an overall rating of Developing or Ineffective without having had a formal observation. Evidence gathered from both the formal and informal observations will be used in the annual summative evaluation. However, this does not preclude the administrator from conducting more formal or walkthrough observations in accordance with the aforementioned procedures.

Further evidence for summative evaluations will be gathered throughout the year via a variety of other resources. All observations will be performed by certified District administrators. Evidence for each teacher will be systematically organized using the NYSUT Teacher Evaluation and Development System (TED). Each teacher will receive a final average subcomponent score on the 1-4 rubric rating scale. This subcomponent score is converted to a HEDI rating. The HEDI rating categories are:

3.5-4.0 – Highly Effective

2.5-3.4 – Effective

1.5-2.4 – Developing

1.0-1.4 – Ineffective

This final score will then be converted to a 60 point score using the chart in **Appendix B**. This converted score will be the teacher’s score for the 60% Other Measures portion of the APPR.

Teacher self-evaluation, reflection, and goal-setting are important components of the APPR process. By (a date mutually agreed upon) of each school year, teachers will complete a self-evaluation in a method mutually agreed upon. Upon completion of the self-evaluation, each teacher will meet with the principal. Together the principal and teacher will agree on one to three (1-3) areas of focused professional growth.

Each teacher will participate in a summative evaluation conference with the immediate supervisor prior to the close of the current school year. The purpose of this conference will be to review the evidence gathered throughout the school year, assess progress on the teacher’s professional growth goals, and to arrive at the teacher’s composite effectiveness score (0-60 points). This score will be combined with the subcomponent score for student growth on state assessments (or other comparable measures) and the subcomponent score for locally selected measures of student achievement to arrive at the teacher’s overall composite score no later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the school year or within fifteen school days of receipt of state test scores.

The District shall provide annual training, during the school day, to bargaining unit members. The purpose of the training is to explain the specifics of the rubric that evaluators will be focusing on during the evaluation of bargaining unit members. Training will be given during the same school year in which observations are to be conducted and prior to the start of the observation cycle. The training shall be provided, in person, by all trained District evaluators. The intent of this language is to ensure the training is not done electronically or by a manual.

1. **Details of Timely and Constructive Feedback Provided to Teachers**

*Professional Development*

The district will support each teacher’s development and ensure that all individuals receive appropriate professional development. Everyone within the system should focus on the goal of student achievement (as per APPR regulations). The district will identify in a timely manner standard areas that need improvement and will provide opportunities for growth.

*Teachers’ Growth and Goal Setting Plan Description and Form*

* Completed by all teachers at the beginning of the school year, during staff development day(s)
* Goals are tied to New York State Standards and/or adopted rubrics
* Intended to help all teachers grow professionally
* Not to be used as a disciplinary tool or to gather evidence to discipline a teacher
* Should be developed in collaboration with appropriate administrator(s)
* May be individual or group plan or combination

Staff Member(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 1 2 3 4

1. List the target goal(s) of the teachers’ growth plan.
2. State the specific objectives for goals/growth.
3. Plan for attaining goals/growth (activities/timelines).

D) Indicators of attainment of goals/growth.

*Teacher Improvement Plan*

1. Based on APPR HEDI Composite Rating
   1. Upon rating a teacher as “developing” or “ineffective” through an Annual Professional Performance Review, a school district must develop and commence implementation of a Teacher Improvement Plan (TIP) for such teacher.
   2. A TIP must be determined no later than ten (10) school days after the date on which teachers are required to report prior to the opening of classes for the school year or within fifteen school days of receipt of state test scores. The accompanying TIP form will be used when a TIP is required.
2. Based on Specific Teaching Performance
   1. Whenever an administrator has determined a bargaining unit member’s specific teaching performance to be in need of improvement, the Teacher Improvement Plan and procedures shall be used, including the accompanying TIP form. The administrator’s determination that improvement is needed shall be based on documentation by the administrator using the procedures of observation/evaluation.
   2. Once such determination has been made, a Teacher Improvement Plan shall be initiated and a conference scheduled with the unit member to obtain his/her input. The unit member may request representation from the Teachers’ Union at this conference.
   3. Once the Teacher Improvement Plan has been developed, in consultation with the unit member, and signed by the unit member and administrator, it may be placed in the unit member’s personnel file. The unit member has the right to comment on the plan and such comments will be attached to the plan.
   4. An administrator may refer to the Teacher Improvement Plan in an observation/evaluation. In such cases, a copy of the Teacher Improvement Plan shall be attached to the observation/evaluation when it is placed in the personnel file.
   5. When the outcome of the plan is evaluated, according to the schedule/date indicated in the plan, the results shall be documented in writing and placed in the unit member’s personnel file.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Evaluator(s) Effective Date of TIP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject/Grade Level Score Breakdown Composite Score

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Date(s): Preconference Observation(s) Post-Conference

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standards  Chosen for  Further  Development | Action(s)  to be  Taken | Administrator’s  Responsibilities | Teacher’s  Responsibilities | Timeline  for  Progress | Indicators  of  Success | Improvements  Made and  Documented |
|  |  |  |  |  |  |  |

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Representative/Witness Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Or Teacher’s Signature

Waiving Representation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Appeals of Annual Professional Performance Reviews**

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.

1. Appeals will be limited to the following situations:
2. A teacher completing the first year of a three-year probationary appointment may appeal only an Ineffective APPR composite rating;
3. Any other teacher may appeal only a Developing or Ineffective APPR composite rating;

c. Any teacher may appeal the implementation of an improvement plan if and only if the plan was generated as the result of a Developing or Ineffective composite rating, in accordance with Section 2, e, below.

1. The scope of any appeal will be limited to the following subjects:

1. The substance of the individual’s annual professional performance review;
2. The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
3. The adherence to the Commissioner’s regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,

e. The District’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with a Developing or Ineffective rating.

1. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
2. In an appeal, the teacher has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.
3. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

**Level 1 - Evaluator**

1. (Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.
2. (Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.
3. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.
4. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers’ Association President, shall receive copies of the response and any and all additional information submitted with the response.

**Level 2 – Superintendent**

1. Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Superintendent of Schools, or the Superintendent’s designee. The Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator’s response.
2. Within five (5)school days of receipt of the teacher’s appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.
3. Within five (5) school days of the Superintendent hearing, the Superintendent or designee will issue a written determination to the teacher, the Teachers’ Association President, and the evaluator.

**Level 3 – Panel**

1. Within five (5) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination and if the Teachers’ Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel\* comprised of two (2) teacher representatives and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant’s district, evaluator or superintendent will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.
2. Within ten (10) school days of receipt of the Association’s appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teachers’ Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel’s decision will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 4 below.

*\*Upon ratification of this appeals procedure by both the Teachers’ Association and the District, each party will designate at least one and not more than two representatives as regional panelists. Those individuals will be provided training regarding APPR legislation and regulations and will be expected to be available to serve on panels as needed for appeals in other FEH districts that utilize this appeals procedure. Further procedures regarding this panel will be mutually agreed upon by the District and the Association.*

**Level 4 – Superintendent**

1. Within five (5) school days of receipt of the Level 3 recommendation for resolution, the Superintendent of Schools or designee will give due consideration to the panel’s recommendation and will issue a final and binding decision, in writing, to the appellant, to the Teachers’ Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.
2. The entire appeals record will be part of the teacher’s APPR.
3. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections 1 and 2 above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

1. **Duration and Nature of Training Provided to Evaluators and Lead Evaluators**
2. The "lead evaluator" is the administrator who is primarily responsible for a teacher's APPR composite rating. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.
3. All evaluators shall successfully complete a training course that meets the minimum requirements prescribed by the law and shall include application and use of teacher practice rubrics selected for use by the parties in evaluations.
4. To be deemed a district certified lead evaluator one must successfully complete a training course meeting the minimum requirements prescribed in the law and regulations.
5. Other details of the District's training for evaluators, lead evaluators, and appeals panel members, including the duration and nature of such training, the process for certifying lead evaluators, and issues related to the particular practice rubrics selected by the parties, may need to be negotiated at a later time.
6. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.
7. As soon as practicable, but no later than ten (10) calendar days after successful completion of required training, the Superintendent will provide a training record to the Association President. The training record will include name(s), date(s), topic(s) of those trained and proof of successful completion.
8. **Hold Harmless Provision**

The parties agree to a “hold harmless” provision for all **Ineffective** ratings to enable all teachers and district administrators to learn from their individual experiences, and make necessary modifications for a fair and valid system. For the 2012-2013 school year, all classroom teachers who have an **Ineffective** overall APPR rating will be held harmless for the 2012-2013 school year only. The phrase “hold harmless” shall mean that the District shall not use an overall Ineffective HEDI rating as a means for an expedited hearing process or as evidence in a hearing process. A teacher receiving an **Ineffective** rating is still subject to a TIP.

1. **Effect on Existing Collective Bargaining Agreements**

Unless specifically revised or modified by this Memorandum of Agreement, nothing herein shall be construed to abrogate any provisions of the parties’ collective bargaining agreement.

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For the District Date For the Association Date

**APPENDIX A**

**HEDI Conversion Chart – 20% Local Measures**

|  |  |  |
| --- | --- | --- |
| **HEDI rating for individual teacher** | **Category** | **Conversion score for Local Assessment Score** |
| **Ineffective** | | |
| 1 |  | 0 |
| 1.1 |  | 1 |
| 1.2 |  | 1 |
| 1.3 |  | 2 |
| 1.4 |  | 2 |
| **Developing** | | |
| 1.5 |  | 3 |
| 1.6 |  | 4 |
| 1.7 |  | 5 |
| 1.8 |  | 5 |
| 1.9 |  | 6 |
| 2 |  | 6 |
| 2.1 |  | 7 |
| 2.2 |  | 7 |
| 2.3 |  | 8 |
| 2.4 |  | 8 |
| **Effective** | | |
| 2.5 |  | 9 |
| 2.6 |  | 10 |
| 2.7 |  | 11 |
| 2.8 |  | 12 |
| 2.9 |  | 13 |
| 3 |  | 14 |
| 3.1 |  | 15 |
| 3.2 |  | 16 |
| 3.3 |  | 17 |
| 3.4 |  | 17 |
| **Highly Effective** | | |
| 3.5 |  | 18 |
| 3.6 |  | 18 |
| 3.7 |  | 19 |
| 3.8 |  | 19 |
| 3.9 |  | 20 |
| 4 |  | 20 |

**APPENDIX B**

**Full Conversion Chart – 60% Other Measures**

|  |  |  |
| --- | --- | --- |
| **Annual average HEDI rubric rating** | **Category** | **Conversion score for composite** |
| **Ineffective 0-49** | | |
| 1 |  | 0 |
| 1.1 |  | 12 |
| 1.2 |  | 25 |
| 1.3 |  | 37 |
| 1.4 |  | 49 |
| **Developing 50-56** | | |
| 1.5 |  | 50 |
| 1.6 |  | 50.7 |
| 1.7 |  | 51.4 |
| 1.8 |  | 52.1 |
| 1.9 |  | 52.8 |
| 2 |  | 53.5 |
| 2.1 |  | 54.2 |
| 2.2 |  | 54.9 |
| 2.3 |  | 55.6 |
| 2.4 |  | 56.3 |
| **Effective 57-58** | | |
| 2.5 |  | 57 |
| 2.6 |  | 57.2 |
| 2.7 |  | 57.4 |
| 2.8 |  | 57.6 |
| 2.9 |  | 57.8 |
| 3 |  | 58 |
| 3.1 |  | 58.2 |
| 3.2 |  | 58.4 |
| 3.3 |  | 58.6 |
| 3.4 |  | 58.8 |
| **Highly Effective 59-60** | | |
| 3.5 |  | 59 |
| 3.6 |  | 59.3 |
| 3.7 |  | 59.5 |
| 3.8 |  | 59.8 |
| 3.9 |  | 60 |
| 4 |  | 60.25 (round to 60) |